DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
AND PRESIDIO OF MONTEREY
Monterey, California 93944-5006

DLIFLC Regulation   1 January 1999
Number 600-2

Personnel
MANAGEMENT OF THE MILITARY LANGUAGE INSTRUCTOR PROGRAM

1.   PURPOSE. This regulation outlines the concept, policy, responsibilities, and procedures for the Military Language Instructor (MLI) Program. It also establishes the MLI Management Office (MLIMO).

2.   APPLICABILITY. This regulation applies to personnel assigned or attached to the Defense Language Institute Foreign Language Center and Presidio of Monterey (DLIFLC&POM) who are engaged in leading, managing, or training DoD linguists.

3.   CONCEPT.

   a.   MLIs fully engage in the training mission of DLIFLC to produce military linguists in the quantity and to the quality required by the Department of Defense. Specifically, the mission of the MLI is to teach, model, and mentor students in basic language programs at DLIFLC, focusing their efforts on Initial Entry Trainees (IET). MLIs _teach_ language skills from the English learner/military member perspective; _model_ Noncommissioned Officer (NCO)/Petty Officer (20) professional behavior on a day-to-day basis to the student population; and _mentor_ developing linguists on how to succeed in their training programs and become lifelong language learners within the military. Additionally, MLIs, as unique subject matter experts (SME) regarding the duties, responsibilities, and job tasks of military linguists, provide critical input to curriculum development. MLIs, therefore, must have diverse skill and knowledge to accomplish these missions. The MLI Program is designed to ensure that MLIs acquire and sustain that skill and knowledge.

   b.   MLIs are selected for their demonstrated leadership skills, operational experience, language proficiency, and job skills. MLIs contribute their leadership expertise and operational perspective immediately upon assignment, using those skills to benefit their teaching teams and students. MLIs continue to develop throughout their assignment to DLIFLC&POM and each makes a unique contribution to mission accomplishment.

   c.   The MLI Program provides military students and civilian teachers of foreign languages with highly successful and operationally experienced military role models, prepares highly-qualified linguists for return to the field, and supports the Defense Foreign Language Program (DFLP). The MLI Program fully integrates MLIs into the DLIFLC faculty.

   d.   MLI professional development is accomplished through the MLI 3Plus Program. The MLI 3Plus Program focuses on _three_ critical areas: teaching skills, military leadership and management, and language proficiency -- plus other linguist activities in support of the DFLP. The MLI 3Plus Program develops and certifies MLIs through a combination of formal training and practical experience.

(1) _Teaching Skills_. Instructor skills will be developed and documented in levels. Training for instructional skills unique to DLIFLC faculty is received in Faculty Development Division's (FDD) Instructor Certification Course (ICC). MLIs will attend the ICC as soon as possible. New MLIs will be certified by FDD, observed by their Department Chairperson and will be assigned a mentor to work with in increasing their teaching skills. This is related to the MLI mission to teach.

(2) _Military Leadership and Management_. Formal training for these skills takes place in the respective Service's leadership schools and other courses. Assignment to military leadership positions outside the classroom will be at the discretion of the Service units, as coordinated with the MLIMO, and should be considered an integral part of the MLI Program. This is related to the MLI mission to model.

(3) _Language Proficiency_.   The MLI Program language proficiency goal is 3/3/3 for all MLIs in all languages. MLI Program standards are found in Appendix A.   MLI recruiting standards require 2/2 minimum proficiency in listening and reading respectively. This is related to the MLI mission to mentor.

(4) _Plus_. Support to the DFLP. These opportunities are ad hoc and activities vary. Examples include Contingency Operations, Worldwide Language Olympics, Mobile Training Teams, Command Language Programs, Total Army Involvement in Recruiting, etc.

4. POLICY.

a. The MLIMO consists of senior enlisted representatives from each of the four military Services:

(1) Army: DLIFLC MLI Program Sergeant Major

(2) Air Force: Chief, DLIFLC MLI Program and Air Force Element (AFELM) Superintendent

(3) Navy: Chief, MLI Operations and Senior Navy MLI

(4) Marine Corps: Marine Corps Detachment NCOIC.

b. The MLIMO is established to:

(1) Advise the Commandant, Tenant Unit Commanders and the Provost on MLI manpower, personnel, and professional development as outlined in this regulation.

(2) Serve as proponent for this regulation.

c. The three levels of MLI recognition are established as Instructor, Senior Instructor, and Master Instructor.

d. Development of MLI language proficiency is critical to the success of the MLI Program. It is here that the civilian faculty can have the greatest impact on MLI development. A system of continuous mentoring sessions with both military and civilian faculty will be used to enhance language proficiency.

5. RESPONSIBILITIES.

    a. Commandant. Establish and approve any changes to the goals and policies of the MLI Program and the MLI 3Plus Program.

    b. Provost.

        (1) Ensure compliance by the Offices of the Dean (OD) with this regulation.

        (2) Provide training support through the Faculty Development Division for the MLI Program.

        (3) Provide office space, communications, and office automation support to the MLIMO.

    c. Associate Provost. Approve exceptions to this regulation.

    d. Military Language Instructor Management Office (MLIMO).

        (1) Manpower.

        (a) Manage MLI authorizations within the DLIFLC Table of Distribution and Allowances.

        (b) Coordinate MLI Program-related responsibilities of the Senior Enlisted Service Representatives.

        (2) Personnel.

        (a) Assign MLIs to positions which best use their skills in coordination with the appropriate Senior Enlisted Service Representative and organization within DLIFLC.

        (b) Select Chief MLIs (CMLI) in conjunction with the Senior Enlisted Service Representatives and ODs.

        (c) Coordinate with Operations, Plans and Programs (OPP) Directorate, ODs, and Service units for the use of MLIs in support of DFLP activities.

        (3) Professional Development.

        (a) Manage MLI professional development through the MLI 3Plus Program.

        (b) Inform MLIs about the MLI 3Plus Program, training requirements and opportunities, their responsibilities, and provide them with a copy of this regulation.

        (4) Provide oversight to ensure compliance with this regulation.

    e. Senior Enlisted Service Representatives.

        (1) Coordinate service-specific professional development training (e.g. Army Noncommissioned Officer Education System (NCOES) schools and the other Services' equivalents) with the MLIMO. The MLIMO will, in turn, coordinate with the OD.

        (2) Resolve, through coordination with the OD, conflicts between MLI instructional duties and Service unit requirements.

(3) Provide guidance to the MLIMO and OPP on the level and nature of individual Service unit support for internal and external training and operational support activities involving MLIs.

(4) Review and provide recommendations to update regulatory guidance concerning the MLI Program.

(5) Ensure that MLIs receive regular performance counseling and reports in accordance with appropriate service regulations, directives, or instructions.

   f. Office of the Dean (OD). The OD comprises the Dean, the Associate Dean, and the Chief MLI.

(1) Introduce new MLIs to the school and orient them on the school's mission, structure and policies.

(2) Brief MLIs on MLI responsibilities, school procedures and DLIFLC regulations.

(3) Assign MLIs to a language department and arrange for an MLI mentor to assist them during their orientation period.

(4) Enroll new MLIs in the first available Instructor Certification Course (ICC).

(5) Schedule new MLIs to take all components of the Proficiency Final Learning Objective (FLO) Test Battery within two months of arrival, if their current results are over six months old, as well as all components of all other FLO Test Batteries.

(6) Coordinate, schedule, and document (using DLIFLC Form 22 at Appendix B) MLI training and professional development.

(7) Arrange for a native speaker to act as a language and teaching mentor and to provide regularly scheduled, one-on-one language and/or teaching enhancement opportunities. Regular, personalized contact consistent with the individual needs of the MLI and the capabilities of the department is the goal of this requirement, NOT a paper drill that produces no positive, measurable result. DLIFLC Form 852 (Reverse), Record of Tailored Instruction, is ideally suited to document this mentoring requirement.

(8) Ensure MLIs are integrated into all levels of the instructional process, consistent with their demonstrated abilities and experience.

(9) Ensure that MLI performance in the classroom is observed at least once quarterly and that written feedback is provided.

(10) Notify the MLIMO of conflicts between MLI performance of instructional duties and collateral military duties that cannot be resolved with the respective Service unit.

(11) Notify the MLIMO when MLI use in support of DFLP activities wil hamper the school's language training program.

(12) Provide MLIs the opportunity to attend DLIFLC professional development courses and workshops.

(13) Encourage MLI participation in civilian language-related education programs offered in the local community.

(14) Coordinate MLI activities in support of the annual Worldwide Language Olympics.

(15) Recommend to the MLIMO, removal of ineffective MLIs from the MLI Program.

g. Department Chairpersons

(1) Assign MLIs to a team or teams within the department, in coordination with the Chief MLI.

(2) Use MLIs to the fullest capacity of their linguistic and instructional abilities.

(3) Observe MLI performance in the classroom initially and at least once quarterly thereafter. Provide written feedback (using DLIFLC Form 19 at Appendix C) to the MLI, the MLI's supervisor, and the MLIMO.

(4) Document and report MLI teaching hours, DFLP support, and professional development via CTARS reporting procedures.

h. Operations, Plans and Programs (OPP) Directorate.

(1) Ensure quotas are available to allow MLIs to attend the Command Language Program Managers' (CLPM) Course at the DLIFLC. Each MLI will attend the CLPM Course during their assignment to DLIFLC.

(2) Coordinate with MLIMO, Service units, and OD when outside agencies request MLIs for DFLP activities.

6. UTILIZATION.

a. Full integration of MLIs into the faculty and teaching teams is the goal. Core instruction hours, labs, special assistance, counseling, and other administrative functions performed by teaching teams will be divided among all team members.

b. The range of teaching hours per week for an MLI will vary based on a number of factors. Under normal circumstances, MLIs will be expected to teach a minimum of 10 hours per week according to their abilities. The upper range of teaching hours for an MLI should be in line with the average number of hours taught by the civili.an members of the teaching team.

c. Support to the DFLP. Linguist activities in support of the DFLP will help MLIs to maintain military career field proficiency and to further enhance their skills. These activities can include, but are not limited to, translation and interpretation projects, participation on language Mobile Training Teams, joint or combined training exercises, and operational contingency assignments.

7. PROFESSIONAL DEVELOPMENT.

a. Appendix A explains the skills MLIs must attain. They will acquire and enhance these skills through a combination of on-the-job and formal training.

b. Professional Development opportunities are available to MLIs while assigned to DLIFLC. Attendance must be approved through the OD if the courses are during duty hours. These include:

(1) Master of Arts In Teaching Foreign Languages (MATFL) Program from the Monterey Institute of International Studies. Tuition costs for this program will be paid by a combination of service tuition assistance programs and DLIFLC funding. MLIs pay an enrollment fee and for course materials.

(2) Education, cryptology and language courses and National Security Agency (NSA) professionalization programs through NSA's National Cryptologic School (NCS).

(3) Seminars, classes and workshops offered by DLIFLC's Faculty Development Division.

(4) Other opportunities which include, but are not limited to, things such as undergraduate language courses (e.g., MIIS, CSUMB, MPC) and Correspondence Courses (e.g., United Nations Institute for Training and Research).

8. QUALIFICATION STANDARDS.

a. The three levels of MLI recognition are established as Instructor, Senior Instructor, and Master Instructor. The Instructor level is recognized by the award of the MLI Badge. The Senior Instructor level is recognized by the addition of a gold star to the badge. The Master Instructor level is recognized by the addition of a gold wreath around the star. The MLI Professional Development Qualification Form (Appendix B) will be used to document MLI progress through the MLI 3Plus program.

b. Requirements for certification at the Instructor level are:

(1) Initial certification through completion of the Instructor Certification Course (ICC),

(2) Complete three hours of observed classroom instruction, and be assigned by the Department Chairperson as a member of a teaching team,

(3) Attain minimum DLPT scores of 2/2/2,

(4) A written recommendation from the appropriate OD to the MLIMO.

c. Requirements for certification at the Senior Instructor level are:

(1) Complete 250 instructor contact hours,

(2) Complete two courses or workshops offered by the Faculty Development Division (in addition to ICC),

(3) Show progress (i.e., earn credit) toward a degree program from an accredited institution,
(Note: MLIs holding a Masters-level degree from an accredited institution are exempt from this requirement.)

(4) Attain minimum DLPT scores of 2+/2+/2+,

(5) A written recommendation from the appropriate OD to the MLIMO.

d. Requirements for certification at the Master Instructor level are:

(1) Complete 500 instructor contact hours,

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(2) Complete two courses offered by the Faculty Development Division (in addition to the courses completed to satisfy the requirement for Senior Instructor),

(3) Show progress (i.e., earn credit) toward a degree program from an accredited Institution (in addition to the credit earned to satisfy the requirement for Senior Instructor),
(Note: MLIs holding a Masters-level degree from an accredited institution are exempt from this requirement.)

(4) Attain minimum DLPT scores,of 3/3/3,

(5) A written recommendation from the appropriate OD to the MLIMO.

9. RECOGNITION. Military Language Instructor of the Quarter (MLIQ).

a. The MLIQ is designed to recognize excellence within the MLI Program. For each quarter of the year, an MLI will be recognized as MLIQ. The MLI will be presented with a certificate of achievement and an individual plaque at an appropriate award ceremony and the MLI's name will be added to the permanent (traveling) MLIQ plaque which will be displayed in a prominent place in the school of the current MLIQ.

b. Each OD will nominate one MLI from their school for consideration as MLIQ. The nomination packet will consist of a memorandum (one-page, bullet format) from the OD to the MLIMO which will address MLI accomplishments in the following areas:

(1) Leadership and Job Performance (which will include, but not be limited to, number of teaching hours during the quarter and Proficiency, Performance, and any other FLO scores);

(2) Significant Self-Improvement (which will include, but not be limited to, Faculty Development Division courses and workshops completed with dates, continuing civilian education, and continuing professional education);

(3) Community involvement (both civilian and military);

(4) Service unit recommendation (which will include, but not be limited to, fitness, weight, and body fat standards);

(5) Other accomplishments.

c. Nominating memorandums must arrive at the MLIMO NLT COB on the last duty day of the quarter.

d. On the first duty day of the following quarter the MLIMO will convene a paper board consisting of the Senior Enlisted Service Representatives to review the nominations and select an MLIQ.

10. SUMMARY OF CHANGES. The 1 January 1999 regulation makes the following changes from that of 1 June 1994: specifies the mission of the MLI, further refines the responsibilities of the OD, incorporates the role of the Chief MLI into the OD, eliminates the requirement to provide the Consolidated Team Activity Report to the MLIMO, further defines professional development, more narrowly defines criteria for award of the MLI Badge, adds the three levels of MLI badge award, and adds the MLI Recognition Program.

> The proponent for this regulation is the Office of the Provost. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to the Commandant DLIFLC, ATTN: ATFL-P, Monterey, California 93944-5000.

FOR THE COMMANDANT:

                                   OFFICIAL:
                                   CECILE MARIE R. GUEVARRA CPT, USA
                                   Adjutant General
/s/
EDWARD J.C. PULLUM
Director, Information Management

DISTRIBUTION:
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APPENDIX A - Military Language Instructor Skills
APPENDIX B - MLI Professional Development Plan
APPENDIX C - Observation Form

*This regulation supersedes DLIFLC Regulation 600-2, 1 June 1994

APPENDIX A
MILITARY LANGUAGE INSTRUCTOR (3PLUS) SKILLS

1. TEACHING SKILLS. (TEACH)

    a. Teach in the target language as appropriate to student abilities.

    b. Use a variety of teaching methods during classroom instruction to meet specific learning objectives.

    c. Prepare, administer, grade, and critique homework, quizzes, tests, and examinations as required.

    d. Teach and serve as a Subject Matter Expert (SME) for the Final Learning Objectives.

    e. Provide enrichment and remediation training for students, addressing specific student--interests or weaknesses.

    f. Use authentic materials to enhance/supplement course materials.

    g. Leverage available technology in the language learning environment.

2. LEADERSHIP AND MANAGEMENT SKILLS. (MODEL)

    a. Maintain the highest standards of appearance, conduct, and professionalism.

    b. Possess in-depth knowledge of DLIFLC regulatory and policy guidance which affects the Schools. Provide assistance to students and fellow instructors on questions of policy and procedure.

    c. Evaluate student progress. Diagnose, counsel, and assist students to overcome academic and disciplinary shortfalls. Assist in the preparation of counseling records and coordinate with Service units. Make recommendations, in coordination with other members of the teaching team, for changes in student status.

    d. Stay abreast of the latest management trends in the military and the service specific policies and doctrine that may affect enlisted personnel and linguists.

3. LANGUAGE PROFICIENCY. (MENTOR) Attain at least the proficiency levels shown below:

    a. Instructor   2/2/2

    b. Senior Instructor   2+/2+/2+

    c. Master Instructor   3/3/3

4. PLUS. Perform linguist activities in support of the DFLP as required.

APPENDIX B

MLI PROFESSIONAL DEVELOPMENT QUALIFICATION FORM

Rank: _____ Name: _____

Date Assigned: _____ Dept/Team: _____ Mentor: _____

Current/Initial DLPT Score/Date (L/R/S): _____

_____

Instructor Qualification:

Date completed the Instructor Certification Course (ICC): _____

Date completed 3 hrs of observation: _____ Observer(s): _____

Department Chairperson approval: _____

DLPT (Date, L/R/S) : _____ Date MLI Badge Awarded: _____

_____

Senior Instructor Qualification:

Date completed 250 classroom instructional hours: _____

Faculty Development Division courses completed/date: _____

_____

Progress toward degree program: _____

_____

DLPT (Date, L/R/S) : _____ Date Senior MLI Badge Awarded: _____

_____

Master Instructor Qualification:

Date completed 500 classroom instructional hours: _____

Faculty Development Division courses completed/date: _____

_____

Progress toward degree program: _____

_____

DLPT (Date, L/R/S) : _____ Date Master MLI Badge: _____

DFLP Support: (Annotate on reverse.)

DLIFLC Form 22, 1 Jan 99

APPENDIX C
OBSERVATION FORM

Teacher:_____   Class & Section:_____   Week of Instruction:_____

Observer:_____   Date:_____   Start time:_____   End time:_____

	Item	Response / Comment
1	Teacher encourages students to use Target Language for classroom communication	
2	Teacher encourages students to talk more than teacher does	
3	Students communicate with each other more than with the teacher	
4	Teacher encourages students to use Target Language to personalize communication rather than using sentences suggested in the textbook	
5	Teacher uses effective error correction techniques.	
6	Teacher encourages students to collaborate with each other in Target Language to solve problems and carry out tasks.	
7	Teacher divides the students into small-groups to do real-world tasks.	
8	Teacher facilitates classroom activities rather than dominating them	
9	Teacher provides assistance with grammar, syntax, etc. as needed to complete tasks	
10	Teacher tailors learning activities to individual needs of the students	
11	Teacher monitors students' strengths and weaknesses, giving appropriate feedback	
12	Teacher treats students differently depending on their preferred learning styles	
13	Activities integrate two or more skills	
14	Tasks require higher-order mental activities (analysis, synthesis, evaluation)	
15	Classroom activities and dynamics exemplify mutual respect and rapport between adults	
16	Activities and student needs determine the length of a class rather than pre-established break times	
17	Teacher demonstrates ease, fluency, and proficiency with the Target Language.	
18	Other comments: Use reverse if more space is needed. Key comment to item number.	

DLIFLC Form 19, 1 Jan 99